

Recommendations to the Washington Learns Steering Committee

	Supt. Bergeson's Recommendations	Rep. Hunter's Recommendations
Introduction	1993 Education Reform, success, resources, needs, the five R's (Reengineer, Restructure, Realign, Redesign, Recalibrate)	
Goals and Measuring Progress	Basic Education Act goals, K-12 Advisory Committee goals and possible measures	
Big Idea #1 – Change the definition of “Basic Education”		K-12 Advisory Committee Goals, three big ideas (Reengineer, Restructure, Realign); ideas should be viewed as a package, not a menu; implement in pilot districts; consistent theme: drive more resources (money, teaching talent, etc) to our most challenged schools and students, not less as we do today
Recommendation 1 and Big Idea 2	Reengineer schools based on research-driven investments in a staffing and resources model that will provide each student with rigorous personalized learning opportunities in a safe, supportive environment, with extra supports for struggling students.	Re-engineer our schools based on research-driven and evidence based investments
	Implement an early learning staffing and support system; Full-day kindergarten, coordinate with expanded preschool programs	Full-day kindergarten
	Support struggling students; tutoring, extended day, Saturday programs, summer school, guided by successful programs	Student-driven resource allocation: tutors based on poverty per building; provide significant additional time to students who need to catch up or want to get ahead, no child behind our baseline expectations should be denied additional resources

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	Target support for ELL students; unified state ELD curriculum menu and statewide skills academy on practices for teachers serving ELL students	Student-driven resource allocation: ESL support based on ESL population per building, no child behind our baseline expectations should be denied additional resources
	Improve funding for Special education	Fix broken aspects of the current system: Provide adequate special education and transportation funding
	Increase allocation for gifted students	
	Reduce class sizes and increase funding for rigorous career and technical education	Class size of 15/K-3 and 25/4-12; phased in slowly to provide time to hire and train staff and provide facilities Big Idea #4 Pay attention to CTE that helps students be prepared for living wage careers and stay motivated
	Personalize education for students and families through Navigation 101 or AVID, develop more integrated system of family and community outreach, pursue drop-out intervention, prevention, and retrieval strategies	
	Fund 10 days of educator professional development	Big Idea #3: Substantial resources dedicated to professional development and teacher/principal support/coaching; at least 10 additional days of intensive instructional development
	Fund instructional coaches and mentors; begin in math and ELL	Big Idea #3: Substantial resources dedicated to professional development and teacher/principal support/coaching; at least 10 additional days of intensive instructional development

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	<p>Recommendation 2: Educator Compensation-pilot alternative compensation structures: school-based performance pay</p> <p>Recommendation 5: Schools in need of improvement may need to follow specific requirements</p>	<p>Build accountability into the system; building-based bonuses for meeting student learning goals, gradual requirement to adhere to evidence-based model in failing schools</p>
	<p>Recommendation 2: Educator Compensation-design strategy to eliminate salary grandfathering</p> <p>Recommendation 4: Eliminate grandfathering of higher salaries and higher levy authority over time as state resources increase;</p> <p>Base funding formulas on elements of school and district funding characteristics; Design formulas that are consistent with accounting measures</p>	<p>Fix broken aspects:</p> <p>Eliminate salary and levy grandfathering</p> <p>Provide funding at the school level</p> <p>Require school-based actual accounting</p>
Recommendation 2 and Big Idea 3	Restructure our system of educator development and improvement and compensation to attract, prepare, retool and retain world-class, culturally-competent and diverse teachers and education leaders	Restructure our system of educator development and compensation
	Create Washington Instructional Practices Institute	
	Expand novice teacher support	
	Provide mentors/coaches	
	Improve quality control on teacher licensure on Professional Certification	Implement state-wide licensing and pro-cert system tied to compensation bumps
	Ensure excellent school and district leadership through principal internship, induction and coaching	
	Increase base salary, eliminate salary grandfathering	
	Retain current salary structure; pilot alternative structures	<p>Eventual bumps based on state-wide evaluation of effective teaching skill</p> <p>replace education-based bumps; do not negatively affect existing teachers-</p> <p>requirement for new teachers, option for current teachers</p>

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	Provide compensation for knowledge and skills; Professional certification, mentor/coach certification, National Board certification	National Board bump; Implement state-wide licensing and pro-cert system tied to compensation bumps
	Conditional loan scholarships and wage premiums for hard to staff schools and subjects	Bonuses for high-quality teachers working in hard to staff schools
	Recognize prior related experience of educational staff associates and CTE	
	Update compensation for administrators, principals and classified staff	Pay actual average classified staff salaries to districts
		Apply a regional adjustment factor to salaries
	Recommendation 2 Fund 10 days of educator professional development; Fund instructional coaches and mentors; begin in math and ELL	Substantial resources dedicated to professional development and teacher/principal support/coaching; at least 10 additional days of intensive instructional development
Recommendation 3 and Big Idea #4	Realign curriculum and instructional supports to out state learning goals, graduation requirements, and an evolving international context	Realign curriculum and instructional supports
	Identify rigorous, relevant, and culturally competent curriculum materials aligned to state standards; OSPI enter statewide contracts with publishers, focused teacher and administrator training and coaching	Implement a state-wide curriculum (or options) so we can do real professional development and so students who move between schools and districts are not lost
	Increase rigor in 11 th and 12 th grades-AP and IB courses, dual credit, college in the high school, apprenticeship, Running start; in conjunction with Workforce Training Board	Increase rigor in 11 th and 12 th grades so students are prepared for college or career path leading to a living wage, this involves: participation in a national program such as American Diploma Project or High Schools that Work from SREB; eliminates "general track"; dual track programs such as tech-prep, running start, etc;

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	World languages in early grades	Provide access to world languages beyond French, German and Spanish to all children, particularly in the early grades, ideally taking advantage of new immigrants in our communities
	Re-invent math and science education	
	Rigorous on-line courses	Significant enhancement to our on-line options so new resources are available to small and remote schools; Make on-line courses available to all students who want to catch up or get ahead, including providing access in non-traditional settings like libraries, Boys and Girls clubs, community centers, etc
		Pay attention to CTE that helps students be prepared for living wage careers and stay motivated
Recommendation 4	Redesign our education funding system to adequately and intentionally support a new definition of student success	
	Base funding formulas on elements of a school and district	Big Idea #2 Provide funding at the school level
	Design formulas consistent with accountability measures	Require school-based actual accounting
	Re-evaluate local levy authority	
	Support appropriate funding for principals, secretaries, librarians and classified staff	
	Allocate funding per student for prof. development, technology and instructional materials	
	Allocate district funding for operations and maintenance funding	
	Eliminate grandfathering of higher salaries and higher levy authority over time as state resources increase	Big Idea #2 Eliminate salary and levy grandfathering

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	Develop mechanism to review new finance system every six years	Keeping it Alive The new finance system should be reviewed every 6 years to ensure we are meeting the new requirements of our commitment to basic education
Recommendation 5	Recalibrate our accountability system to motivate school and student success and to focus resources on proven strategies	
	Link funding and accountability	Big Idea #2 Build accountability into the system
	More support and incentives for student and school success	Big Idea #2 building-based bonuses for meeting student learning goals,
	Strengthen existing school improvement programs based on research	
	Schools in need of improvement may need to follow specific requirements; flexibility should increase as performance improves	Big Idea #2 gradual requirement to adhere to evidence-based model in failing schools
	State Board of Education continue development of accountability system	